Indiana Department of Education
SUPPORTING STUDENT SUCCESS

The Basics of Curriculum Mapping: Curriculum Work in the 21st Century

June 2009

Presented by:
Dr. Susan Udelhofen

Welcome!

Indiana Department of Education, Differentiated Learning

- Lee Ann Kwiatkowski, Director
- Title I (including Migrant Education); Title II; Title III; and more!

Great Lakes East Comprehensive Center

- Dr. Jayne Sowers, Indiana Lead for School and District Improvement

Districts in “corrective action” – What does it mean?

- Districts in Year 3 of improvement status are “in corrective action”
- SEAs must select one of the following actions:

1. Abolish or restructure the school district.
2. Replace the superintendent and school board with a receiver or trustee to administer the district.
3. Remove individual schools from the district’s jurisdiction and arrange for their public governance and supervision.

SEAs are to select one of the following actions, (cont'd)

4. Replace district staff who are relevant to the inability of the district to make adequate progress.

5. Defer programmatic funds or reduce administrative funds.

6. Institute and fully implement a new curriculum based on State and local content and academic achievement standards that includes appropriate, scientifically research-based professional development for all relevant staff.

***Research Question*: What is it that high-poverty schools and districts *do* to become high-performing schools and districts?**

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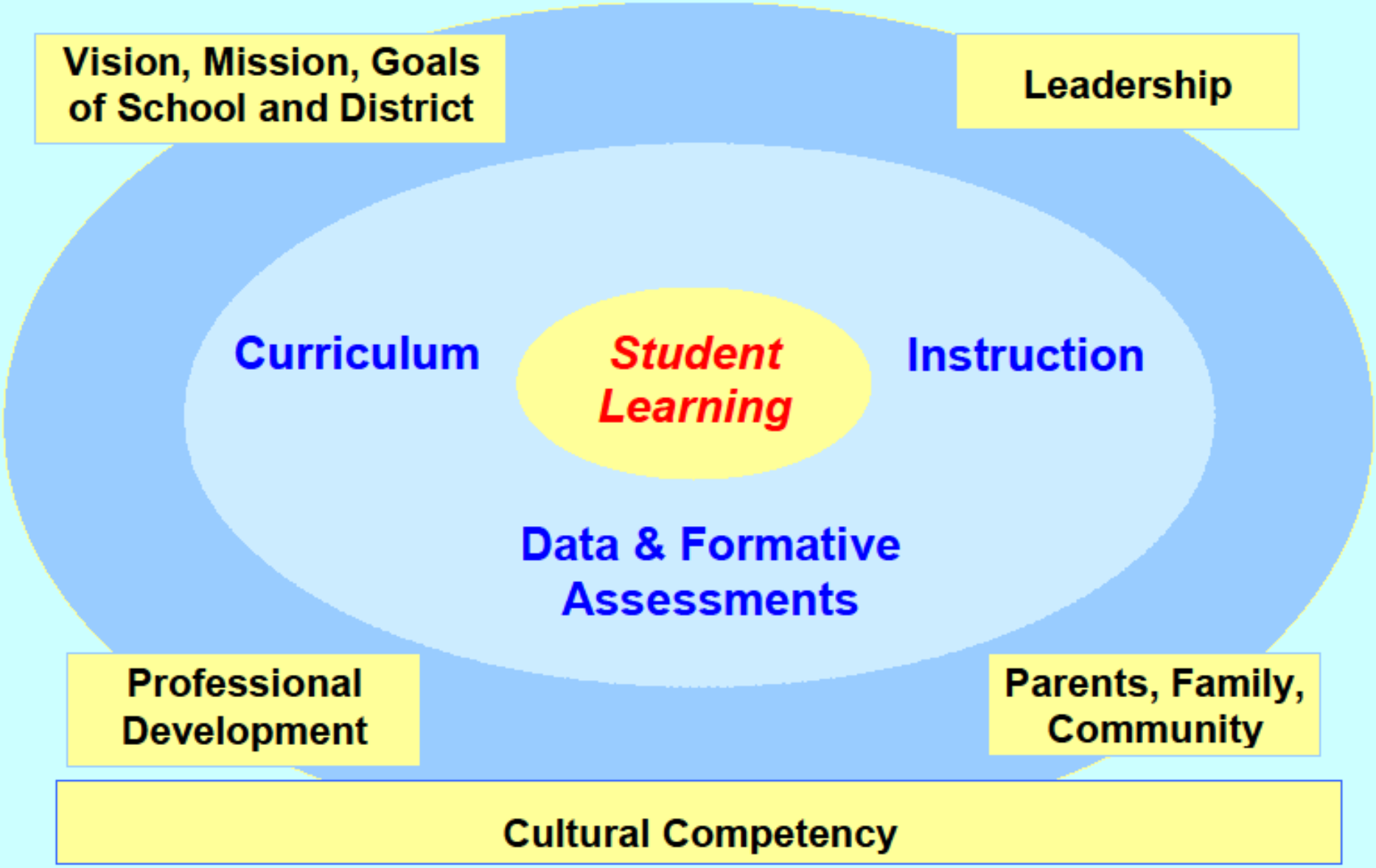
IDOE, Title I: Theory of Action for High-Poverty Schools and Districts



Corrective Action by the Indiana Department of Education

- Institute and fully implement a new curriculum
- HOW?
  - ***Mapping and Aligning the Curriculum***

- **How does IDOE support districts in the process?**

- "Tools for Aligning and Mapping the Curriculum"
  - Research base
  - Workshops with national experts
  - Review and recommendations of districts' curriculum mapping implementation plans

Characteristics of Effective Curriculum

Our Curriculum

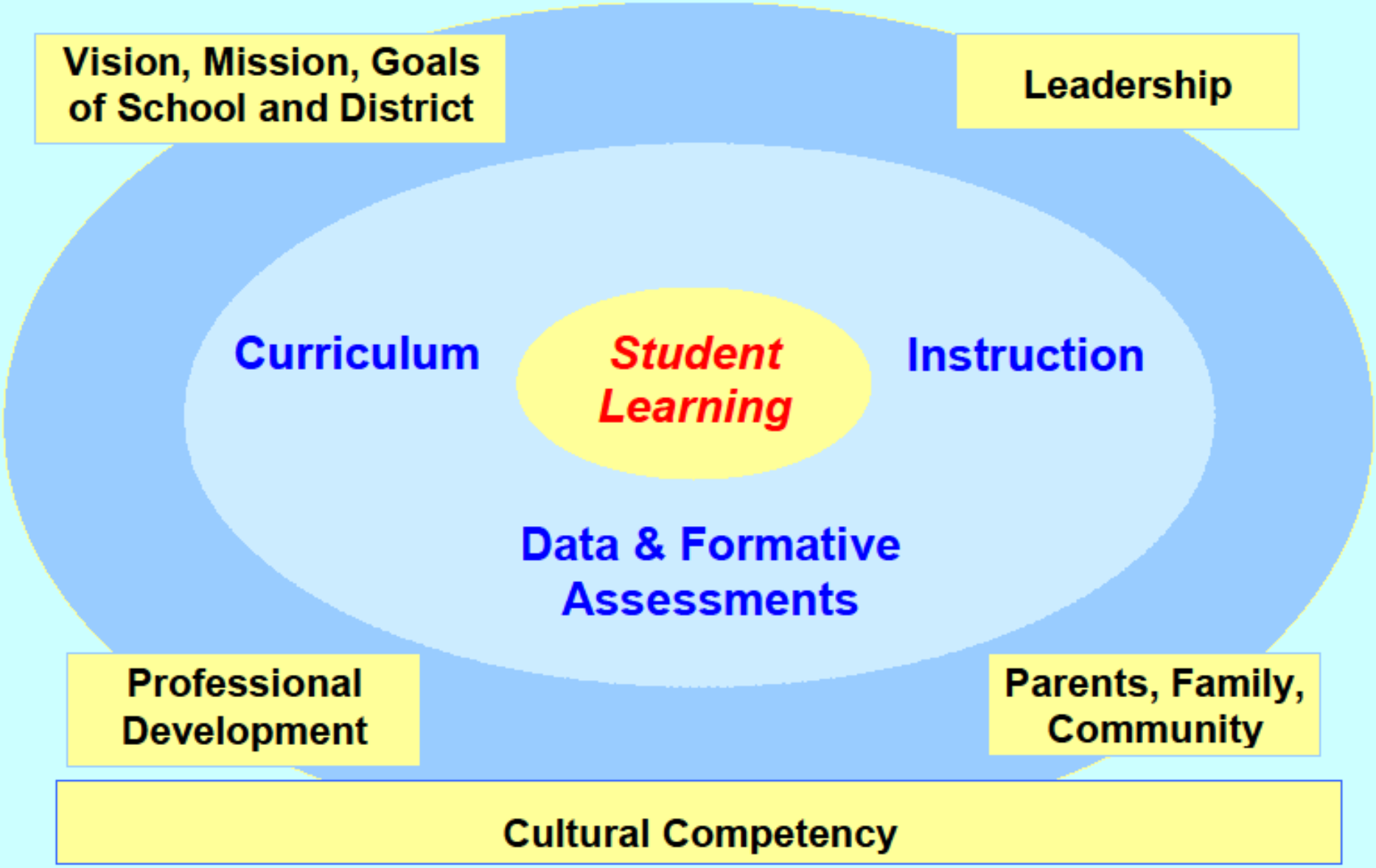
- ☑ Include content, skills, formative assessments, state standards.
- ☑ Is the "unpacking" or the interpreting of state standards into a set of skills to be learned.
- ☑ Is rigorous - a hierarchy of cognitive skills.
- ☑ Is developed by all teachers working in collaborative grade-level and content-area teams.
- ☑ Is adapted and differentiated based on student needs.
- ☑ Is aligned with the state standards and across and within grade levels and content areas with increasing cognitive difficulty at each level.

Our Curriculum

- ☒ Is a copy or a restating of the state standards or indicators.
- ☒ Is a scope and sequence chart from a publisher; chapter headings; or titles of stories.
- ☒ Was developed by a few people in the school or district or by a publishing or textbook company.
- ☒ Sits on a shelf and rarely changes.
- ☒ Was not developed and agreed upon within or across grade levels.

Bredekamp, S. & Rosegrant, T. (1995), (Eds.). *Reaching potentials: Transforming early childhood curriculum and assessment, Volume 2*. Washington, DC: National Association for Early Childhood Education.

IDOE, Title I: Theory of Action for High-Poverty Schools and Districts



Theory of Action – The Center

Curriculum

- "Tools for Aligning and Mapping the Curriculum"
- Provide workshops
- Review and provide recommendations on curriculum mapping implementation plan

Instruction

- Supporting Student Learning Conference
- Indiana Reading Academy

Formative Assessments and Data

- Training of data/instructional coaches
- Wireless Generation and Acuity assessments

Liz Harmon

- Title I Specialist, IDOE

Dr. Susan Udelhofen

- Mapping specialist
- Author of *Keys to Curriculum Mapping: Strategies and Tools to Make it Work*
- Currently working with Indianapolis Public Schools to map and align their curriculum

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Baseball Activity

Directions: Today you will pair up with various partners to review and discuss presented concepts and ideas. To facilitate this review, please find four people with whom to partner.

First Base, find a colleague and put his or her name in the first base space. He or she will put your name in his or her first base space. In other words you are exchanging names for the same base.

Do the same for second and third base.

Home Plate is a colleague who is sitting at your table.

Essential Questions

- What is this curriculum process and why is it a good thing?
- How can we approach curriculum mapping from a systems perspective?
- How does mapping really help improve teaching and student learning?
  - How do we view mapping systemic manner rather than another “initiative”?

What if our "real" curriculum was:

- highly visible and easily accessible to teachers & administrators (individual maps), parents & students (consensus maps)
- content, skills, assessments and teaching strategies presented in an accurate and teacher-friendly format easily read and understood
- easily and continually revised based on teacher input, assessment results, student needs
- easy for new teachers (to the profession or our district) to use as they begin their teaching and a place for retiring teachers to leave their legacy
- clearly based on student learning and state standard expectations
- a tool that provides specific information regarding the content and skills that precede and follow a particular grade level or course
- the basis for nearly every conversation about teaching & learning that takes place in the district

This work is a challenge.

Let's begin by looking at who we are…

Who Are We?

- *Depending upon when we were born we bring unique characteristics to the workplace and learning environment.*
- *Who are you?*
- *Who are you teaching?*
- *Who are your colleagues?*

From:
Generations at School: Building an Age-Friendly Learning Community by Lovely & Buffum, published by Corwin Press in 2007
Generations at Work: Managing the Clash of Veterans, Boomers, Xers and Nexters in Your Workplace by R. Zemke, C. Raines and R. Filipczak, published by WACOM Publishing in 2000.

Law Practice Today, August 2004, by Diane Thielfoldt and Devon Scheef
Boomers, Gen-xer's & Millenials (July/Aug. 2003), Diana Oblinger. EDUCAUSE

Characteristic	Silent Generation	Baby Boomers	Generation X	Millennials
When Born	1922-1943	1944-1960	1960-1980	1981-2000
Events and Trends that had a major impact	The Great Depression World War II New Deal Korean War Golden Age of Radio Silver Screen Rise of Labor Unions Bombing of Pearl Harbor	Prosperity Television Suburbia Assassinations Civil Rights Movement Women's Liberation Space Race Woodstock Viet Nam	Watergate Aftermath Latchkey Kids Single-Parent Homes MTV AIDS Computers Challenger Disaster Fall of Berlin Wall Desert Storm	Internet Columbine *It Take A Village* Reality TV Shows Multiculturalism Girl Power September 11 Iraq War Information age First African-American President
Music	The Great Era of Radio Big Bands	Elvis Beatles Motown	Punk Alice Cooper Hip Hop	Grunge Boy bands
TV Culture	Virtually nonexistent	The Ed Sullivan Show The M Squad Captain Kangaroo	The Brady Bunch The Simpsons The Cosby Show	anything goes So much to choose from
Cultural Memorabilia	Kewpie Dolls Mickey Mouse Flash Gordon Tarzan Jukeboxes Blondie Lone Ranger	Fallout Shelters Slinkies TV Dinners Hula Hoops The Peace Sign	Pet rocks Platform shoes ET Cabbage Patch Dolls	Barney Beanie Babies Pogs American Girl Dolls The X Games The Spice Girls
Heroes	Franklin Roosevelt Winston Churchill Joe DiMaggio Babe Ruth Jackie Robinson	Gandhi Martin Luther King John and Jacqueline Kennedy John Glenn	Generally aren't influenced by heroes	Their parents Mother Teresa Michael Jordan Tiger Woods

Characteristic	Silent Generation (1922 - 1943)	Baby Boomers (1944 - 1960)	Generation X (1961-80)	Millennials (1981-2000)
Core Values	Dedication/Sacrifice Hard work Conformity Law and order Respect for authority Patience Duty before pleasure Honor Embrace values that speak to family, home and patriotism	Optimism Personal gratification Health and wellness Service oriented More open to change than previous generation Distrust authority and large systems	Diversity Balance Fun Techno-literacy Practical Thinking globally Informality Self-reliance Strive for balance	Civic duty Achievement Sociability Informality Celebrate diversity Street smarts Hopeful (optimistic yet practical) Open-minded Anxious to fit in Embrace core values similar to silent generation
Work Ethic	Hard worker Loyalty Will do whatever is asked Delayed reward Respect experience View change as disruptive and undesirable Will conform to group roles Want clear expectations	Team-oriented Overly sensitive to feedback Self-promoting Driven High priority of work over social life Lead through consensus Work long hours Less flexible with change	Impatient Independent Process-averse Creative, cynical Multi-tasking, balanced Commitment to work/life balance Career lattice vs. career ladder	Determined Confident People-oriented Optimistic Need for supervision and structure Multi-task (fast) Will work hard BUT not at the expense of family time Goal-oriented Able to use technology in unforeseen ways
Job Expectations/ Performance	Defined job duties Input on projects Job security	Want recognition Team projects Advancement opportunities Expect to stick to agenda	Meaningfulness Equal power "Hands-off" supervision Expect feedback Fun at work Value process vs. product Good at multi-tasking	Specific job duties Treated Respectfully Teamwork – fair minded Flexibility with structure Don't often stay in one job Need feedback Networking

Our Students Today – The Millenials

Experiences that influence how they view the world

- **Focus on children and family** – older parents, parents/kids together much more – traveling, eating out
- **Scheduled structured lives** - busiest generation ever
- **Defined by technology** – have little difficult figuring things out
- **Multiculturalism** – interracial interaction among college freshman is at an all time high
- **Terrorism** – during their most formative years: Columbine, Oklahoma City, September 11
- **Heroism** - after 9/11 hero was portrayed more in the media than in the previous 10 years
- **Patriotism** - September 11 influence
- **Parent advocacy** - helicopter parents

Millennial Teachers

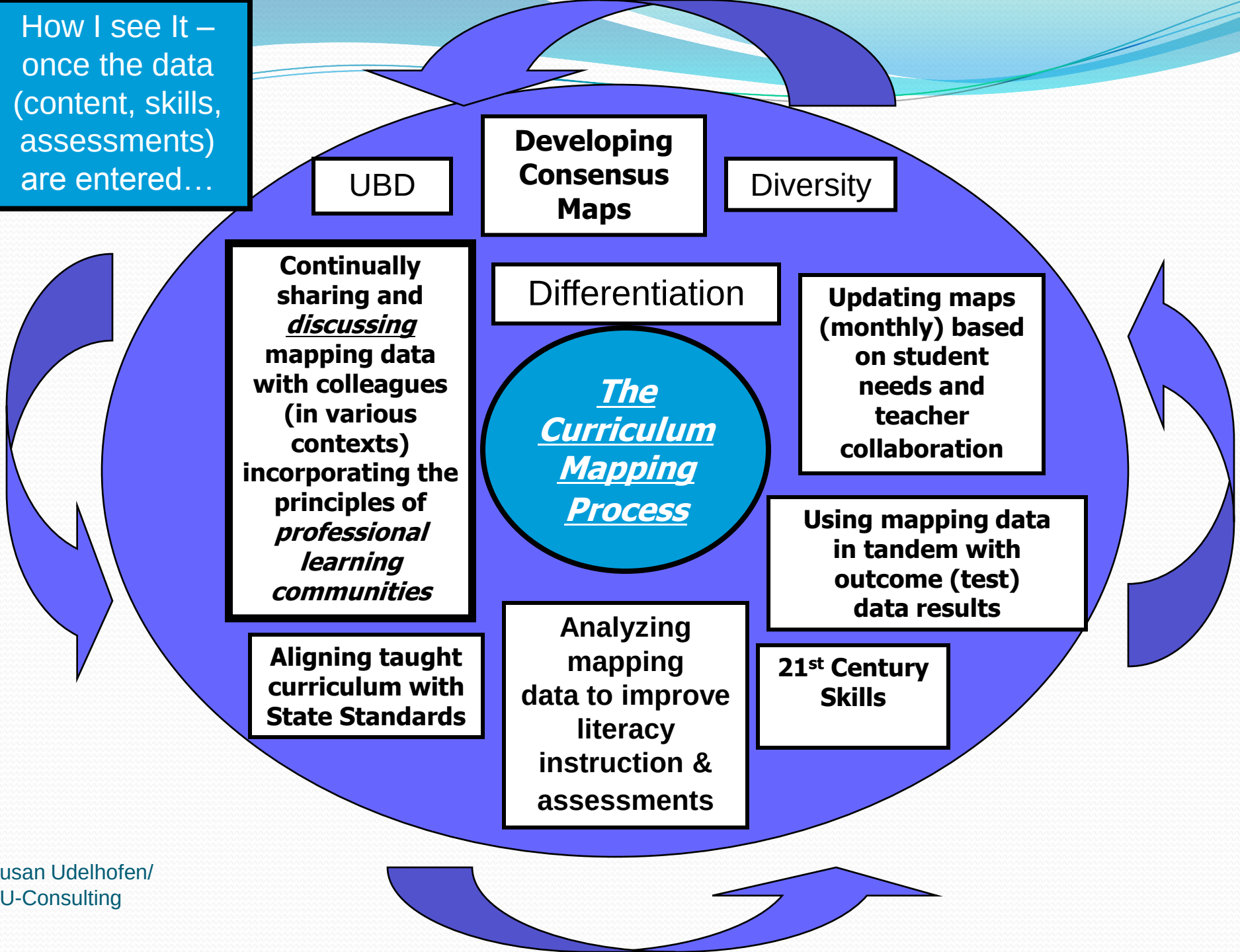
- Are comfortable with parents values and not as rebellious
  - They will welcome a mentor
- High tolerance for change, innovation and new learning
  - Leadership opportunities
- Love being on teams
  - Professional Learning Communities
- Expert multi-taskers
  - Help them slow down…
- Love technology: Facebook generation, it is in their DNA
  - Encourage on-line PD, YouTube-style videos

What are the implications for mapping?

Find Your *First Base* Partner and Discuss the Following Questions

- What was your favorite movie when you were 16 years old?
- Describe the most significant event in your high school or college years
- Describe the rules about women wearing pants
- Describe the music of your era
- Describe what would have happened when you were a child if you told your parents you had a conflict with a teacher

How I see It – once the data (content, skills, assessments) are entered…



Susan Udelhofen/
SU-Consulting

Keeping In Mind that the Documented Taught Curriculum is Data:

Primary Data Sources:

- **Outcome**: test scores, attendance reports, behavior reports, survey results
- **Demographic**: gender, socio-economic, race, disability status, limited English
- **Process**: practices that make up the instructional program (***mapping the curriculum results in a powerful source of process data)***

Which of these data sources are within our "sphere of influence"?

Preparing for the Twenty-First Century

Twenty-First Century Skills

- **Mastery of core subjects**
  - integrating curriculum
  - weaving interdisciplinary themes:
    - Global awareness,
    - Financial, business, entrepreneurial literacy
    - Civic literacy
    - Health literacy
- **Learning and innovation skills**
  - creativity, innovation, critical thinking, problem solving, communication and collaboration
- **Information, media and technology skills**
  - synthesizing and analyzing information, use and apply technology tools
- **Life career skills**
  - flexibility, adaptability, self direction, social skills, cross cultural skills, accountability, leadership

Putting It All Together: Strategies for Successful Curriculum Work

- Making connections to district and school goals
- Making sound decisions based on what our students need to know and be able to do
  - 21st Century Skills
    - Process skills (*i.e. math*)
  - State Standards
  - Teacher Knowledge

What Does This Mean for Our Curriculum Work?

A Change in Thinking About Curriculum

- Curriculum is no longer an individual choice or action
  - Everyone documents and shares information about the taught curriculum
  - Building in consistency among teachers, grade levels and buildings
- Curriculum is never "finished" rather it is an on-going dynamic process
- The documented, reality-based curriculum is data

It is not about the "MAPS" – It is About the Curriculum Work

- The maps are the vessel that holds the curriculum data allowing for easy access, management and analysis
- It doesn't matter what approach you are using
  - Understanding By Design
  - Backwards Design
  - Concept-Based Curriculum Work
- It is about using the technology available to use the curriculum data in ways that help us work "smarter not harder"
- "mapping and talking…"

Types of Curriculum Documentation

- ***Consensus curriculum data***
- ***Individual curriculum data***

We need both …

Consensus Mapping Data – *the framework*

- ***Consensus Maps*** – a map which includes the content, skills and assessments that everyone in a grade level or course agree will be taught and implemented. They are the non-negotiable content, skills and assessments.

- Not organized by months

- Based on the Indiana core standard skill expectations
  - But unpacked into teacher-friendly language

- Provides the framework – the "what" of teaching

Consensus Mapping Data

- Provides a common language
- Articulates the expectations for each grade level
  - When to introduce, expect mastery and reinforce?
- Offers us tools to diagnose and treat problems early

Consensus Map Components

- ***Content***
  - *usually based on standards conceptual organization*
- ***Skills***
  - *based on standards indicators*
  - *unpacked skill statements*
  - *teacher-friendly language*
- ***Assessments***
  - *ONLY those that ALL teachers agree to administer*

Unpacking the Skill Indicators

- **Core Content: Word Recognition, Fluency and vocabulary Development**
- **Grade 3: (3.1.3) *Read aloud grade-level-appropriate literary and informational texts fluently and accurately and with appropriate timing, change in voice and expression***

Think like a third grade teacher - what does this performance indicator mean regarding actual skill expectation and classroom teaching?

How could this be written in more teacher-friendly language?

How can this be "unpacked" into discrete skills?

What would it look like? (see worksheets)

Analysis of Consensus Curriculum Data

- Is there evidence of spiraling from grade to grade?
- Does there need to be an assessment for every skill indicator?
- Are the skill indicators unpacked in ways in which we teach the indicators?
- Are the skill indicators unpacked in ways in which we can accurately and meaningfully assess them?

Individual Mapping Data – Operationalizing the Consensus Mapping Information

- ***Individual Maps:***
- Will emerge from pacing/consensus maps – or consensus/core maps will emerge from individual maps
- The maps created by each teacher that reflect the content, skills and assessments **taught** and **implemented** on a monthly or unit basis – it is the ***taught/enacted curriculum*** – the real story
- The curriculum data that is modified and revised based on assessment outcomes, student needs, teacher expertise and experiences
- The individual map illustrates the taught curriculum – they provide a picture of classroom practice
- ***Both individual and consensus maps are needed.***

Curriculum Alignment Occurs Through:

Individual Curriculum Data

- Individual curriculum mapping work informed by:
  - grade level work, school-based work or feeder pattern work
  - individual student needs and assessment results
  - teacher preference based on expertise
  - accessibility to materials
  - a cross-check where and when the unpacked performance objectives are taught and assessed (consensus map information) - if consensus mapping has occurred

District Consensus Data work

- Consensus mapping work is informed by:
  - The State and local standards-based non-negotiable skills (performance objectives) at a particular grade level
  - Skill expectations further modified based on spiraling, cross grade level conversations
  - Individual curriculum mapping data if it has occurred
- Guides instruction

BOTH TYPES OF MAPS ARE NEEDED

Collecting Individual Curriculum Data – (documented either as a Journal Map or Projection Map)

- ***Journal/diary maps*** – each teacher records the content, skills and assessments at the end of each month. By the end of the school year all content areas/preps will be mapped. All maps must be completed before teachers are able to edit/review maps.
- ***Projection maps*** – the content, skills and assessments for the entire year are recorded at one or two sessions (**4 hours total if the teacher has a good understanding of what mapping is**). The teacher projects what he/she believes will be taught based on the prior year's curriculum. Editing/Review can occur more quickly.

THESE DESCRIPTIONS ONLY REFER TO HOW AND WHEN THE CURRICULUM DATA IS COLLECTED

With your *Second Base* partner write down the benefits of this type of curriculum work (consensus and individual maps) for the various parts of our system:

- **District:**
- **Building:**
- **Teacher:**

Curriculum Components

- Essential Questions
- Unit/Topic
- Content (*sometimes called concepts*)
- Skills (*objectives, learning targets, learning indicators, competencies*)
  - *If the consensus maps are complete teachers can copy the unpacked skills into their individual maps when and where they are taught and assessed*
- Assessments
- *Strategies and resources will be added once the initial data entry is complete – ***I recommend that the individual maps replace lesson plans***
  - ***Based on a common template***

Step 1: Collecting the data

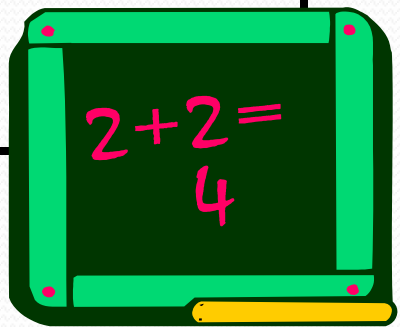
- Each teacher completes a map – individually
  - Although teachers can support each other and consult with each other as each develops his/her individual map
- Record content, skills, assessments and standards / Learning Targets
- This is the **first draft**
- ***Essential questions can be added at anytime during this process***

Content *Can* (but doesn't have to be) Organized Around a Unit Name – or Strand - *broad focus*

- Units or Strands

Math Unit/Strand/Topic Examples

- Math processes
- Number operations
- Algebraic Relations
- Data analysis, statistics & probability
- Geometry
- Measurement



Content Can Be:

- The subject matter itself: key concepts, events, units of study or themes
- The content can be further delineated with additional descriptive words or phrases that describe the knowledge (conceptual understanding)

For example:

- Content: Ecosystems
  - *Ecosystems are made up of living organisms (plants, animals, fungi and bacteria and non-living components (light, water, air, rocks, minerals, landforms).*

Examples of Content

- **Time**
  - ***To the hour and half hour***
- **Grammar**
  - ***Subjects and predicates***
- **Basic addition and subtraction facts up to 10 + 10 and 20- 10.**
- **Shapes**
  - ***Triangle, rectangle, square, circle***
- **Place Value**
  - ***To the nearest* 10,000**
- **Graphing**
  - ***Bar graphs***
- **Scientific Method**
  - ***Formulating a question, forming hypothesis, collecting and analyzing data, reaching conclusions, evaluating results, and communicating results to others***

Documenting Units and Content

Month	Unit and Content	Skills	Assessments
Sept.	**Unit/Strand:** Writing **Content:** A. Sentence Structure – simple sentences B. Sentence Structure – compound sentences		

Documenting Units and Content

Month	Unit/Strand	Content	Skills	Assessments
Sept.	A. Writing	A. Sentence Structure – simple sentences B. Sentence Structure – compound sentences		

Sample

Unit	Content	Skills
Cell Structure And Function	Cell Theory ***Conceptual Understanding:*** •All living things are made of cells •Cells come from other cells •Cells are the basic unit of structure of all living things.	

On the template provided add two content elements

Add one content element at the top of the column and add a second element in the middle of the column.

Skills

Are Precise

- Can be assessed, observed and described in specific terms – unlike general processes – and connected to assessments and standards

- *Are described with <u>action</u> words*
- *Are written as discrete skill statements – not written in a paragraph that includes multiple skills*

Recording Skills

Content: Poetry (end-rhyme)

Skills: Use an organizer to plan and write an end rhyme poem using good organization and word choice

Skills Rewritten to Reflect More Precise Skills

- Organize poem ideas by creating a Venn diagram or web
  - *This can also be used as part of the assessment*
- Develop a beginning, middle and ending to your poem
- Use words that make your poem fun or interesting to read (emphasize using word wall words to help)
- Write a draft of an end rhyme poem
  - *This can also be used as the assessment*

Recording Skills

Content:

Science, Environment and Community

Valuing Scientific Literacy

Definitions and environmental impact

Skills:

A. **Define the relationship between science and environment; identify scientific concepts and explain their importance to scientific literacy; access local, national congressional records and identify laws that deal with science issues; analyze science issue laws and identify the science concepts needed to understand laws**

Recording Content & Skills – in Teacher Language

Unit *Science, Environment and Community*

Content: *Scientific Literacy & Environmental Impact*

Conceptual Understanding of the Content:

-scientific literacy is understanding scientific concepts and processes (organization, cause & effect, systems, scale, models, change, structure & function, variation, diversity) and how they impact the decisions we make – personally, socially & environmentally

Skills Rewritten

- Identify the nine basic scientific concepts
- Define scientific literacy in own words (in writing) and compare definitions with peers
- Explain and discuss how the scientific concepts relate to scientific literacy
- Describe possible ways each scientific concept relates to environmental issues
- Research local and national congressional records to identify laws that deal with science and environmental issues (*this will connect to ELA skills*)
- Using knowledge of scientific concepts and scientific literacy explain the laws in your own words

Example of Precise Skills

- ***Find*** main idea and supporting details in writing
- ***Estimate*** sums and differences using rounding techniques to the nearest 1000
- ***Alphabetize*** to the second letter
- ***Interpret*** data represented in a bar graph
- ***Identify*** an organism as living or nonliving
- ***Label*** the parts of a friendly letter
- ***Explain orally*** the difference between fact and opinion
- ***Define in writing*** the hypothesis and conclusion of an if/then statement
- ***Analyze*** six primary documents written by Martin Luther
- ***Synthesize and explain*** the causes of the Viet Nam Conflict

Month	Unit and Content	Skills
Sept.	**Unit:** Writing **Content:** A. Sentence Structure – simple sentences	A. Identify subject and predicates in simple sentences A. Write a simple sentence using correct subject and predicate agreement A. Write a simple sentence that conveys a complete idea that expresses a complete thought

Sample

Unit	Content	Skills
Cell Structure And Function	**A. Cell Theory** ***Conceptual Understanding:*** •All living things are made of cells •Cells come from other cells •Cells are the basic unit of structure of all living things. **B. Types of Cells** **Eukaryotic cells** **Prokaryotic cells**	•Explain verbally and in writing cell theory including: • All living things are made of cells •Cells come from other cells •Cells are the basic unit of structure of all living things B. Define in writing eukaryotic and prokaryotic cells B. Contrast (either through illustration or in writing) the major differences between eukaryotic and prokaryotic cells

Unit	Content	Skills
Ecosystems	**A. Ecosystems** ***Conceptual Understanding:*** •*An ecosystem is made up of living and nonliving components* **B.Changes in the Ecosystem** *Changes in one component of a system may effect the entire system .*	A.1 Compare and contrast living and non-living components A.2 Identify and describe microscopic and macroscopic organisms B.1 Describe the interrelationships among organisms in different environments B.2 Explain orally and in writing how plants and animals cause change in their environments B.3 List and describe how environmental factors may affect other organisms' ability to grow, reproduce, thrive B.4 Illustrate how components in a system influence each other B.5 Contrast the significance of the various ways components in a system influence each other B.5 Explain (and give specific examples) why a system may not work if a component is defective or missing

Example of Unit/Strand, Content and Skills

Strand: Literary Text

Content	Skills
A. Story Elements (Elements of Literature *-setting, characters, mood, plot, theme, conflict, rising action/ falling action, and resolution,*	A. Identify the literary elements A. Define the literary elements A. Construct a plot line A. Compare / Contrast Characters A. Explain the meaning (plot) of a short story in own words in writing

On the template provided add skill elements that reflect the content

The skill statement must begin with an action verb describing what students must do to demonstrate understanding of the content. There are many more skills than content.

Assessment Data: Evidence of Learning

- **Crucial** component of the maps
  - Often the least developed, inclusive, or balanced
- **All** classroom assessments
- Assessments that are on-going throughout the year
  - State assessments
  - District assessments
  - Writing assessments
  - Portfolio checks
  - Early childhood assessments

Two Purposes for Assessing

- SUMMATIVE
  - Assessments **OF** Learning
    - How much have students learned as of a particular point in time (standardized exams, common assessments) any work that figures into a grade

- FORMATIVE
  - Assessments **FOR** Learning
    - How can we use assessment information to help students learn more? (*All the activities undertaken by teachers and by their students that provide information to be used as feedback to modify instruction*)

Based on Rick Stiggins & Chappius, 2007

Two Purposes For Assessing

Assessing FOR Learning

- Checks learning to decide what to do next
- Is designed to assist teachers and students
- Is used in conversation about learning
- Usually detailed, specific and descriptive feedback in words (instead of numbers, scores and grades)
- Focused on improvement, compared with the student's "previous best" and progress toward a standard
- Needs to involve the student – the person most able to improve learning

Assessing OF Learning

- Checks what has been learned to date
- Is designed for those not directly involved in daily learning and teaching
- Is presented in a formal report
- Usually gathers information into easily digestible numbers, scores, and grades
- Compares the student's learning with either other students or the "standard" for a grade level
- Does not to need to involve the student

Source: On-Line Journal Assessment For Learning published by Classroom Connections International

Types of Assessments

- Selected Response
  - Multiple choice
  - True/false
  - Matching
  - Fill in
- Extended Written Response
- Performance Assessment
- Personal Communication
  - Questions
  - Conferences
  - Interviews

Assessments: Tangible Products

- ***Five sentence paragraph*** – first draft (writing) - ***for learning***
- ***Final five sentence paragraph*** - use district writing rubric to assess (writing) - ***for learning***
- ***Friendly letter*** - (writing) Final copy – ***of learning***
- ***Math addition and subtraction facts (0-20) timed test*** - results compared to personal best (how many problems correct in a given amount of time (test) - ***for learning***
- ***Word problem worksheet*** - (15 *problems students required to show work*) performance-based - ***for learning***
- ***Spelling test*** - *(Final weekly Test)* - ***of learning***
- ***Graphic organizer*** – (web) (performance based) - ***for learning***

Assessments: Tangible Products

- ***World History Semester Essay Exam*** *(choose 2 out of 3 possible questions)* 100 *total points: rubric will be used to assess content and communication -* ***of learning***
- **Cell Theory Exam** *(35 MC, 10 Matching, 4 short answer)* 100 *points total -* ***of learning***
- ***Grammar Quiz*** *(Making corrections in provided paragraph) – checking for understanding -* ***for learning***
- ***Segment/midpoint worksheet*** *–* ***for learning***
- ***Causes of Civil War Class Discussion*** ***(anecdotal notes) – for learning***

Assessments: Observable Performance

- ***Role Play: Nixon/Kennedy Debate*** – scored with rubric (performance-based) - ***of learning***
- ***Documented observations of oral reading*** - (performance-based) - ***for learning***
- ***Instrumental solo*** - (performance-based) - ***of learning***
- ***Poetry Oral Recitation*** - (performance-based) - ***for learning***
- ***Basketball Game*** - (end of semester performance-based assessment) – ***of learning***

Sample

Unit	Content	Skills	
Cell Structure And Function	**A. Cell Theory** ***Conceptual Understanding:*** •All living things are made of cells •Cells come from other cells •Cells are the basic unit of structure of all living things **B. Types of Cells** **Eukaryotic cells** **Prokaryotic cells**	A. Explain cell theory (refer to conceptual understanding) B. Define in writing eukaryotic and prokaryotic cells B. Contrast (either through illustration or in writing) the major differences between eukaryotic and prokaryotic cells using cell theory as part of explanation	A. Cell Theory Paragraph *-(5 sentences required) checking for understanding of content – for learning (feedback is given to student for correct writing mechanics but not formally scored)* ***B. Short Answer Cell Worksheet (5 questions)—*** *for learning - 10 points* *B.* ***Types of Cells Performance assessment*** *students have choice in how they contrast the types of cells (a scoring guide is used)* ***- for and of learning (15 points)***

On the template provided add the assessment connected to the skills

The assessments should include the name, type, brief description, and if it is "of" or "for" learning.

Assessment Analysis and The Process of Mapping

- Examine maps for the type of assessment
  - "of" or "for" learning
- Does the map represent a variety of assessment strategies - is there evidence of balance?
- Does each assessment have a title and description – do we know the method/design?
- Do the assessment strategies match the skill outcomes/learning targets?
- Is there evidence that every skill listed on the maps is assessed in some way?
- If the assessment is written, performance-based or personal communication is there a rubric for scoring?

Analyzing maps – *third base partner*

- Using the attached protocol for “analyzing maps for clarity”
- Use this protocol to analyze
  - the map examples provided

Adding Lessons/Strategies/Resources

- Teachers add lesson plans
  - Following a common template
  - Including strategies
    - Based on effective teaching strategies
      - Process, problem-solving, higher order thinking strategies
  - Including teacher reflections

Where Do We Go Next

…*Building the infrastructure*

- Setting realistic goals
- Establishing leadership teams at all levels
- Establishing clear roles for all stakeholders
- Establishing a curriculum mapping plan
  - One year plan
  - Two year plan
  - Three year plan

View samples of "maps of mapping"

How Does Mapping Inform Our Current School Improvement Initiatives?

With those sitting at your table – Home Plate – Partners

- What are our current school improvement initiatives?
- Do we know how mapping the curriculum can inform these initiatives?

See Template

Making the Connections

School/District Initiatives	How the mapping process/data informs this initiative ?

Establishing Clearly Articulated Curriculum Goals (Home Plate Partners/Group)

Directions:

Using the template provided begin to generate realistic goals for mapping the curriculum.

We are doing this curriculum work to _____ by _____.

Shared Leadership – *the process cannot depend upon one person or department*

- Leadership that involves all educators within the system –
  - Administrators
    - Building principals at each site
    - Curriculum leaders
  - Teachers
    - Grade levels, departments, special ed., related arts, core content, media specialists

Leaders Roles and Responsibilities

- Know the mapping process and have created maps
- Are familiar with the mapping software
- Can assist principals with helping teachers complete and discuss their maps
- Foster and encourage positive interactions about mapping – listen to teacher concerns
- Help establish and organize read-through groups
- Offer support and encouragement to one another with the mapping process

Establish Leadership Teams District level and Building Level

- See planning templates

Planning

- Establishing a curriculum mapping implementation plan

Content For Implementation Map

- The initiative or area of focus
- The concept
- The topic
- The essential components that need to be addressed in the initial training and beyond

Skills For Implementation Map

- What are the skills that teachers or administrators will need to know and be able to do related to the area of focus?
- What are the action steps that you plan to focus on during the training?
- *These are written in action verb form*

Evidence/Product For Implementation Map

- How will you know that the skills have been achieved?
- What will you accept as evidence?
- *Written in noun form*

Timeline/Assignment

- What will be required of teachers and/or administrators to complete following the staff development session?
- When will it be due?
- What is the timeline?
- Where will we find the time?

- Use the templates to document your plan

How Can We Put it Together?

- Reflect on where we have been
- Set meaningful goals
- Establish Leadership teams
- Create a implementation map
- Carefully organize collaborative groups (based on Professional Learning Community Research)
- CELEBRATE SUCCESS!

Contact Information

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District Next Steps

- Refer to "*Tools for Designing Curriculum through Mapping and Aligning, March 2009*" for templates, examples and timelines

<u>Tools to Complete within 6 Months (end of September)</u>

1. Tool 11: Getting Ready – Establish a Leadership Team and an Organizational Structure
2. Tool 12: Getting Ready – Interview and Hire a Consultant
3. Tool 13: Getting Ready – Select a Software Program for Mapping
4. Tool 14: Mapping and Aligning Tasks – The First Six Months – *Complete and submit Tool 14 to Liz Harmon, IDOE, Title I by end of September.*

Thank you!

Please complete an evaluation!

IDOE Contact Information

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